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ABSTRACT

One year after they had participated in the validation of the Estes Reading Attitude Scale, 75 fourth, fifth, and sixth graders were asked to respond to and comment on the questions in an interview situation. Thirty-six of these students had scored low on the attitude inventory but high on the Iowa Test of Basic Skills; 39 had scored high on the attitude inventory but low on the Iowa Test. Responses to the nine items that yielded the most information were anlayzed. Responses from both groups of students could be grouped into identical categories, with high interrater reliability. The students in the low-attitude/high-performance group had more-specialized interests and viewed reading as a necessity for learning and as an avenue for gaining new information. More students in the high-attitude/low-performance group viewed reading pragmatically, as a necessity in everyday life situations, such as reading signs and directions. Overall, the results were interpreted as indicating that such interviews can give valuable insights into children's attitudes toward reading, which can help teachers plan effective reading programs for their students. (AA)

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READING IS FUN!

An analysis of students' responses on the Estes Reading Attitude Scale

by

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The writer must also thank Michael Szymczuk for his analysis of the data and Joseph Millard for suggestions on the design of the study. The contributions of the two readers Patricia Doyle and Cicily Dennis should also be mentioned.

TABLE OF CONTENTS

Introduction. 1

Analysis of Responses 6

Reading is Fun for Me. 6

Books are Boring 8

Reading is a Good Way to Spend Spare Time. 10

Reading is Rewarding to Me 12

Free Reading Teaches Me Something. 14

There Should be Time for Free Reading During the School Day. 17

Reading is Something I Can Do Without. 20

A Certain Amount of Time During Summer Should Be Set Aside for Reading 23

Books Make Good Presents 25

Summary 26

INTRODUCTION

Most children come to school expecting to enjoy reading. Yet, after several years in school some children develop negative attitudes toward reading. It is generally believed that a positive attitude toward reading is important to become a successful reader. On this premise, teachers include the development of a positive attitude toward reading as one of their instructional objectives.

It seems reasonable to assume that a better understanding of students' attitudes toward reading can provide an insight into their reading performance. The elementary form of the Estes Reading Attitude Scale[1] provides valid information on how students view reading. While the numerical scores indicate those students with positive and negative attitudes, it should not be assumed that a score is an infallible indicator of a student's like or dislike of reading.

However, when students have an unfavorable attitude toward reading, it is important to look at possible reasons and to attempt to correct them. Although there are factors which influence attitudes that are beyond the control of the school setting, teachers can make positive contributions in effecting change in attitudes. In

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[1]The Report on the Validation of a Reading Attitude Scale and the Relationships of Attitude and Performance for Elementary Students in Selected Schools Within Area 11, sent to each participating school, describes the inventory.

attempting to effect change in attitudes toward reading it is important for teachers to talk to students about their feelings since they can best indicate the reasons for their feelings. It appeared the Estes Reading Attitude Scale, Elementary Form, could be used as a vehicle for teachers to listen to what children have to say about reading and their attitudes toward reading.

Based on this premise, the writer used the Scale to listen to seventy-five fourth, fifth, and sixth graders from nine schools who had participated in the validation of the inventory as they discussed why they responded as they did. Thirty-six of these students had scored low on the attitude inventory but had scored above the seventy-fifth percentile on the Iowa Test of Basic Skills, while thirty-nine students had scored high on the attitude inventory, but below the twenty-fifth percentile on the Iowa Test of Basic Skills. These students were selected because their performance and attitude were contrary to the widely held assumption that students who read well have a positive attitude toward reading and students who do not read well have a negative attitude toward reading. The purpose was to determine ways in which the attitudes toward reading of these two groups of students were similar and ways in which they differed. There was a one year interval between the first administration of the Reading Attitude Scale in the validation study and the second administration given during the interviews. The students were told that the writer was interested in finding out how they felt about books and about reading and why they felt as they did.

The responses of all seventy-five students were taped. The response for each item was typed on a separate card. Therefore, for each child fifteen responses were typed. Of the fifteen items, the nine items which yielded the most information were analyzed and the responses were categorized.

Surprisingly, the responses of both groups of students (1) those with low attitude high performance scores and (2) those with high attitude low performance scores could be grouped into identical categories. The inter-rater reliability for the low attitude high performance group is found in Table 1 and for the high attitude low performance group in Table 2.

Inter-Rater Reliability
Low Attitude High Performance
LAHP

Item 1

	R2	R3
R1	.98	.98
R2		.96

Item 2

	R2	R3
R1	1.00	.98
R2		.98

Item 3

	R2	R3
R1	1.00	.95
R2		.95

Item 4

	R2	R3
R1	.97	.99
R2		.96

Item 5

	R2	R3
R1	.96	.94
R2		.90

Item 6

	R2	R3
R1	.99	.90
R2		.89

Item 7

	R2	R3
R1	.92	.94
R2		.91

Item 8

	R2	R3
R1	.99	.98
R2		.97

Item 9

	R2	R3
R1	1.00	.96
R2		.96

Number of students = 36

Inter-Rater Reliability
High Attitude Low Performance
HALP

Item 1

	R2	R3
R1	1.0	.94
R2		.94

Item 2

	R2	R3
R1	.98	.92
R2		.94

Item 3

	R2	R3
R1	.94	.84
R2		.81

Item 4

	R2	R3
R1	.97	.9[illegible]
R2		.95

Item 5

	R2	R3
R1	.96	.98
R2		.94

Item 6

	R2	R3
R1	.99	.87
R2		.86

Item 7

	R2	R3
R1	.92	.99
R2		.91

Item 8

	R2	R3
R1	.99	***
R2		***

Item 9

	R2	R3
R1	.98	.86
R2		.84

Number of students = 39

*** - did not compute

Analysis of Responses

For each item a table is presented in which the categories and the number of students who responded in each category are listed. The tables reflect the categorization of responses by each of the three readers. Following each table is an analysis of the responses.

READING IS FUN FOR ME

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Agreed and cited type of book, interesting things learned or situations which made reading fun	11	8	13	10	10	12
Agreed, but gave no specific reason	9	12	6	12	12	7
Agreed and cited reasons related to the improvement of reading	0	0	1	3	3	5
Didn't know because it depended on the book or their mood	16	16	16	14	14	15

R1 is Reader 1
R2 is Reader 2
R3 is Reader 3

The students with low attitude and high performance[2] tended to comment on specific types of books or situations in which they learned from reading. For example:

[2] Hereafter, students with low attitude and high performance will be referred to as LAHP students, and students with high attitude and low performance will be referred to as HALP students.

"I like to read biography books because I like to read about different people."

"There are a lot of good things about it, like projects. We just did an experiment with night lights. We make stuff in reading class."

The students with high attitude and low performance[3] elaborated on situations in which reading was fun or the types of books they enjoyed. For example:

"I like reading with my mom."

"Reading is fun for me because I work with my teacher, and I like working with people."

"I like mysteries and racing cars. I read about how they are built and about racing."

Only students with high attitude and low performance thought reading was fun because it helped them learn new words which enabled them to read better. One boy stated reading was fun because when "I was in third grade, I didn't know how to read, and my teacher taught me to read and write."

The students in the LAHP group indicated that reading was fun when they could use reading to learn about people or things about which they had little knowledge. It also depended on factors such as when they read or the type of book. Books cited were adventure, horse stories, mysteries and true stories. Seven of the HALP students also indicated that the type of book determined whether reading was fun. The books they enjoyed included mysteries, cars, funny stories,

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[3] Ibid.

adventure, and horse stories. Others commented that reading was fun when they did "fun" things or when they did things they liked. They did not elaborate further.

BOOKS ARE BORING

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Disagreed and cited specific reasons for their decision	6	6	7	9	10	11
Disagreed and cited a general reason such as books are interesting or gave no reason for their decision	12	12	11	17	16	15
Didn't know because it depended on particular books	17	17	17	13	13	13
Agreed that books are boring	1	1	1	0	0	0

Although, the LAHP students cited specific reasons why books were not boring, their reasons differed according to the students. Four of the students gave types of books they enjoyed. These included adventure books, animal stories, mysteries, true stories, and Hardy Boys Books. Another student indicated that books always gave one something to do. One girl commented that good books "tell you something." Another girl reflected on why books are not boring to her in this way, "When you read them, you get pictures in your mind about what is happening and how they are saying things. It is kind of fun to make up your own little figures in your mind and watch them."

All the HALP students named specific types of books they enjoyed reading which included funny stories, cars, mysteries, animals, books about famous people, that describe how to make things, or that help you learn about people.

In this classification both groups of students liked particular types of books which negated the statement for them. They did not link the statement with any textbooks.

While sixteen LAHP students indicated that some books are boring and others were not, only seven made any comment. Five of the seven stated that fat books, long books or short books were boring. Their comments indicated they had difficulty describing books they found boring or not boring, although they knew there were some books they did not enjoy.

The HALP students were more specific in the books they found boring and those they enjoyed. Some commented they found books relating to science uninteresting while others found these books interesting. Several of them disliked books which were either too difficult to understand or "little" books which they already knew how to read. They enjoyed books in which there is action describing the predicaments children find themselves.

READING IS A GOOD WAY TO SPEND SPARE TIME

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Agreed and read in school during spare time	10	10	12	14	13	17
Agreed and read at home	10	10	9	13	13	12
Agreed without indicating when they read	9	9	8	8	9	6
Didn't know	7	7	7	4	4	4

Each of the LAHP students commented that they had to complete their work before they could read. Only one of these students felt that he had much spare time in school, the others thought they had very little time. A typical comment was "If you get your work done, you can read until it is time to go up to reading group or do something else."

The HALP students also indicated that they could read while they were waiting for the teacher to check their work or after they had their work completed. Several children stated that they rarely had time to read because they usually didn't get their work done.

Many of the LAHP students read at night before they went to bed or when there was nothing else to do. They thought it was important to have a book at home to read. They also thought they had more time at home than they did at school.

The HALP students also read at night before bed. Several read after they completed their chores. Several children mentioned that their dad occasionally read to them or took them to the library. One boy stated the only time he had to read was at home because he could never get all of his work done at school.

Seven LAHP students stated that sometimes reading was a good way to spend spare time. But, other times they preferred to play, sit, be with other people, or watch TV. The four HALP students stated that sometimes reading was a good way to spend time, but if there were good programs on TV, they watched TV.

None of the students disagreed with the statement. However, most of the students did not think they had much spare time. Only five students with low attitude, high performance scores believed they had a lot of time and fourteen students with high attitude, low performance scores thought they had much spare time. Most students commented that in school they had to complete their work before they could read. At home students with low attitude scores tended to be involved in activities such as music and sports, and they also had a number of hobbies. Reading had not been incorporated into their life outside of reading class and the "work" related to the reading class. Many children had tasks to do at home before they had time to pursue other interests.

READING IS REWARDING TO ME

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Agreed. Reward was intrinsic, such as for learning or for a feeling of satisfaction	13	11	13	11	9	11
Agreed. Reward was extrinsic such as good grades, prizes, or a job	4	2	5	7	8	7
Agreed without elaborating	4	5	3	7	8	7
Didn't know	12	12	12	10	10	10
Disagreed	3	3	3	4	4	4

Many children in both groups found reading rewarding for intrinsic as well as for extrinsic reasons. However, the intrinsic reasons differed between the groups. The LAHP students stated reading was rewarding because it helped them gain new information and also helped them learn new words. Learning appeared to be very important to these students as indicated by the following comments:

"It's rewarding because you get to know new words."

"It helps me learn, and it is a reward that I get. It is something that I should be doing. It is kind of a reward because I got the priviledge to do it."

"Yes, because you can get information from some books. It will help you with questions on an essay or something you need. You can get the book and then write it down, so it can help you get it right."

"Reading helps me and that's why it is rewarding."

Reading was rewarding to the HALP students because it taught them and made them "smarter." Three students commented that reading gave them a good feeling, and four stated they enjoyed reading. Comments which typify their belief in reading include:

> "If I didn't know how to read, I wouldn't be in school."
>
> "It makes me smarter, and it helps me a lot."
>
> "I like to read because it just puts a good feeling into me."
>
> "Yes, because I think people should read because books are interesting and they are fun. I enjoy reading, and my mom does, and my sister does."

For the LAHP students, the external rewards included a job when they were grown, being moved to a higher reading group and being able to do special things for the teacher because you "do things right." For the HALP students reading was rewarding for a variety of reasons. To two students reading was rewarding because they got prizes at school or food from at home for reading stories. To one boy reading was rewarding because his father worked with him. Two children indicated they would need reading for a job, and three students indicated that reading helped them get higher grades in daily work or on tests, or that it helped them move to a higher reading group.

Five of the seven LAHP students just stated they didn't know whether reading was rewarding to them; without elaborating. To other students reading was rewarding when they were not required to read. Others replied reading was rewarding when they were able to answer questions correctly. As one student stated, "If you read something

and you get a lot out of it and then someone asks you a question about something and you've read a book about it, it's kind of nice to know that you've read that book and you know a little bit more about it than anyone else."

Three of the HALP students said they just didn't know, without elaborating. Reading was rewarding to one student when she could read with someone else. Another student indicated that reading was not rewarding when he had to read and he wanted to do something else. Two other students stated reading was not rewarding when they were not sure of what they had read or "when you get a bad grade."

FREE READING TEACHES ME SOMETHING

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Agreed and named topics about which they had learned from reading	18	17	19	19	18	
Agreed and stated free reading had helped them employ or learn skills usually associated with reading class	7	7	8	8	8	
Agreed without elaborating	8	9	6	8	9	
Didn't know	2	2	2	3	3	
Disagreed	1	1	1	1	1	

The LAHP students tended to talk about specific things they had learned rather than general topics. Many children read to learn how

to do things. For example, one boy read about baseball plays when he first joined baseball; another studied offensive and defensive plays in football; a third read about trapping, fishing, and hunting. One boy stated "when you read something good, you usually go out and make it." Another boy read his father's aviation magazines because his dad owns a plane and lets him help. When he grows up, he wants to take some lessons. Five students mentioned scientific concepts about which they had learned from reading. They included learning body parts of a horse and of a human, UFO's, rockets, meteorites, and the fact that seahorses are fish. Six students discussed in detail historical or sports figures about whom they had read. In discussing the life of William Cody, one boy commented that he had even "learned some history out of what happened in his life." One girl summed it up when she said, "You can really learn about people from different parts of the world and how other people learn that you wouldn't have the chance to see."

Most of the HALP students did not discuss specific topics as did the high performance group. Rather, they commented on more general topics such as, "I've learned about famous people" or "I've learned things about trees and animals." Eight students mentioned books from which they learned how to make things. However, a few students were very specific about what they had learned. One boy said he had read about what animals liked to eat, how they got their food, and how they gave birth. Another commented on specific things he had learned from reading his cub scout manual, and a third had read about World

War II in which is grandfather had been. On the whole, students in this category seemed to feel that whatever they read would help them read better and would help them in other subjects.

Two of the LAHP students indicated they learned new words from free reading. Two other students commented that when they read it helped them read better.

Two students with low attitude and high performance scores and three students with high attitue low performance scores indicated the books determined whether they learned anything from free reading. One girl commented that she learned something if the story were true "but not from books that were imagination."

The two students who disagreed with the statement did not elaborate.

THERE SHOULD BE TIME FOR FREE READING
DURING THE SCHOOL DAY

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Agreed. Students expressed need for time to read materials of their choosing rather than assigned materials	17	17	14	11	11	10
Agreed. Students wanted time to complete school work	2	2	4	2	2	3
Agreed. Students stated they learned from free reading	2	2	3	9	7	11
Agreed without elaborating	9	9	9	10	12	8
Didn't know	6	6	6	7	7	7

Many LAHP students expressed a need for time during the school day to read. Some indicated that the only opportunity they had to read materials of their choice was after all their work was completed. Typical commented were:

> "You don't get very many chances to read on your own. We have to finish all of our other work."
>
> "The only time I free read in school is when I finish my assignments early."
>
> "There should be time for free reading because everybody has to work too hard, and you should have time to read."

Several students noted that they would like time to read in school because they didn't have much time at home. They stated

"most kids" were involved in baseball practice or other sports, music lessons, scouts, or other scheduled activities.

All the students who were participating in Sustained Silent Reading programs commented they had free reading. Most of these students suggested that it be held two or three times a week rather than once. Some students who were not in SSR programs suggested that times be set up so students could read. One of these students suggested at least ten minutes four or five times a week.

The HALP students also indicated they needed time to read. They, too, had the opportunity to read after their work was completed, but they had difficulty finding the time to read as indicated by these comments.

> "You read science and stuff, but you don't always get to read your own books. The reading teacher tells you to bring your own books to read if there's time and there's not always time. Only once or twice it's happened to me and the other times we only read science books and stuff."
>
> "I have time for free reading when our teacher checks or helps. And I guess that's all."
>
> "Yes, there should be because you get tired of working all the time."
>
> "Yes, because every once in a while you need some time just to free read any book because sometimes you are buckling down on one book and that's just reading. You need free reading books because that way you can read just about any book you want."

The students in this classification who were participating in SSR programs also indicated this.

Students in both groups stated time for free reading gave them the time they needed to finish their work or to complete book reports. Other students thought there should be free reading during the school day because they "learned something" from the books they read.

Of the students who didn't know whether there should be time for free reading, three of the students with low attitude high performance scores and five students with high attitude low performance scores indicated "kids" needed all the time in school to complete their work. One girl said that time for reading "doesn't fit with work." One boy commented he wasn't sure because "sometimes the teacher gives you free time to read, and then you have to do worksheets that you ain't done in reading."

One student with low attitude high performance scores indicated he preferred reading at home rather than at school. Another didn't think having time for free reading was fair because some children didn't like to read.

The majority of students, regardless of attitude or performance scores, believed there should be time for free reading during the school day. Only thirteen students didn't know, and no one disagreed. For most students work and worksheets had high priority. The primary goals of reading instruction are to help students become proficient readers and to enjoy reading. To accomplish these goals, it is of utmost importance to give children many opportunities to read rather than to stress completion of worksheets about reading.

READING IS SOMETHING I CAN DO WITHOUT

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Disagreed. Students wanted reading for its utility in life, job, or school	20	18	19	23	21	24
Disagreed. Students wanted reading for personal pleasure or to fill spare time	5	5	6	8	8	7
Disagreed without elaborating	5	7	5	2	4	2
Didn't know	5	5	5	4	4	4
Agreed	0	0	0	1	1	1

Over half the students in each classification perceived reading as necessary in their life either in school or in the future rather than a leisure time activity for personal pleasure. Ten LAHP students said they could not do without reading because it helped them in their school work, helped them learn words, helped them get good grades, or because it was required in school. In broader terms others stated that without books and reading they wouldn't learn or that they wouldn't be able to find out things about which they wanted to know. One said, "Even though you don't like it, you can't get along without reading," and another stated, "I'm going to have to learn to read no matter what. Wherever you go, you almost have to read something." Several students saw reading as helping them in their lives as their comments illustrate:

> "You need reading. You need to know what's happening. Reading helps you. Like space stories they tell what is going to happen in the future and things that have happened in the past."
>
> "Reading is more important than watching TV or playing around. It can teli you alot about your life ahead of you. It can help you find out what you really want to be, and how to help yourself in school. You can become a better person. They can't tell you stuff like that on TV as well as they do in a book."

Six of the HALP students said they needed reading for school, to read science, to use a dictionary to look up new words or to learn in school. In response to a question of whether he could learn things by listening to other people or from watching TV, one boy responded, "Yes, but it's better if you read instead of watching TV because then you get to know it on your own, and you can think that nobody helped me on that." Inability to read was seen as a reason for bad grades. Five students commented that if they couldn't read, they'd be dumb.

Many of these students thought reading would be necessary for any job when they were grown. Specific jobs named were a semi-driver, a mechanic, and a race car dirver. The students also saw the need for reading in their lives. The examples they gave were very specific and related to their survival. Illustrations of this include:

> "If you can't read this {a sign that says} "one way," you may hit a train or something."
>
> "Someone might write a letter to you and you don't read it, probably you'll get yourself in trouble."
>
> "If you don't read words, and you don't know what a word is, when you are lost, say about two blocks away from your house,

you read the sign and the street and you don't know what it is, then you are just lost."

There were students in both groups who felt they could not do without reading because they enjoyed it or because it was something to do when there was nothing else to do. For example, in the low attitude high performance category, two students said they read when their friends were gone or when the TV was broken or was not on. Another commented that while he read he liked to think "it's really happening."

Seven HALP students said they could not get along without reading because it was fun for them or because they liked it. One girl commented that reading helped her learn about far away places, and it was interesting to learn about these places. Another student stated that he could not do without reading because it was something to do when there was nothing else.

The students in both groups who indicated they didn't know whether they could do without reading gave a variety of reasons for their responses. In the low attitude high performance category, one students commented she could do without reading because she had too much work, and another student commented that he needed reading at school, but at home there were other things to do. In the high attitude low performance category one girl commented there were times she did not need reading, but if she couldn't read life would be boring. Another student indicated that whether she could do without reading depended on whether she could understand what she was reading.

The student who agreed with the statement commented she could read with a friend if she wanted, and if she didn't want to, she didn't have to.

A CERTAIN AMOUNT OF TIME DURING SUMMER SHOULD BE SET ASIDE FOR READING

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Agreed and cited reason why or when they read	14	14	15	17	18	17
Agreed without elaborating	2	2	1	8	7	8
Didn't know because they were involved in other activities	15	14	16	7	7	7
Didn't know and didn't elaborate	3	4	2	5	5	5
Disagreed	2	2	2	1	1	1

Eight of the students with low attitude high performance scores indicated they should read during the summer to maintain their skills. The other students commented that during summer they had more time to read or that reading was fun "when you don't have anything else to do."

Ten students with high attitude low performance scores also experienced the need to read so they would not forget skills. As one girl stated, "I don't want to forget reading during the summer or school will be hard." Several children thought teachers should assign them books to read during the summer. Others stated they had more

time to read when they weren't in school or that they could read a few minutes each day.

Of the students who responded that they didn't know, fourteen of the students in the low attitude high performance group stated that during summer there were many activities in which they were involved such as swimming, baseball, football, and camping that they didn't have much time to read. Two children were not sure if that time should be set aside for reading. They indicated that children should be able to read whenever they wanted. Ten students with high attitude low performance scores were less specific than the HPLA students. They indicated that during the summer they wanted time to play, watch TV, go swimming, and ride bicycles. Several students thought summer might become boring if they spent much time reading. One student stated that during summer you could read anytime and a specific time need not be set aside.

One student in each classification disagreed because they said, "you can read anytime." These students placed a different interpretation on the statement that was intended. The third student stated that summer was the only time there was to play all day.

BOOKS MAKE GOOD PRESENTS

Category	Low Attitude High Performance			High Attitude Low Performance		
	R1	R2	R3	R1	R2	R3
Agreed and may have received or given books as presents	22	22	23	28	28	26
Agreed without elaborating	6	6	5	4	4	6
Didn't know even though they may have received a book	8	8	8	6	6	6

The majority of the students in both categories agreed with this statement. Only two children indicated they had never received a book as a gift. Books had been received as Christmas and for birthday gifts and when they were ill.

In both categories some students noted that the type of books makes a difference - some books would be good gifts, while others would not. One girl commented that it would depend on the person receiving the book. A boy stated he would prefer other gifts such as clothes. Four students said they didn't know even though each of them had received a book as a present.

As indicated most of the students believed that books are good presents. Many of the children named specific books they had received. The books seemd important to the children because they had been selected for them by people for whom they cared and at special occasions. All of the children who had received a book indicated they had read it.

SUMMARY

The categories used in the analysis of the items were developed from the responses of the seventy-five students interviewed. While the student responses could be grouped under identical categories as indicated by the high inter-rater reliability, there were differences in expectations between the two groups. The students in the low attitude high performance group had more specialized interests than did the other students. They also viewed reading as a necessity for learning and as an avenue for gaining new information and ideas. Most of them knew they were good readers. More students in the high attitude low performance group viewed reading pragmatically. Reading was a necessity in everyday life situations such as reading signs and directions. Being able to read was also important for a positive self concept.

The three raters noted that the majority of the students in both categories stated that reading work and workbooks pages had to be completed before they could read. This often left little time for students to read materials of their choosing during the school day. Yet, many of the students believed that they learned much from reading materials other than those assigned.

In response to a question of how they would help children learn to like reading if they were a teacher, the students' most frequent response was that children should have some time each day when they could read "their own" books. The second most frequent response was that teachers should ask children about their hobbies and the things

of interest to them in order to help the children find interesting books. Other students commented that to help children learn to like reading teachers could tell the children about interesting books and help them build pictures in their minds about what was happening. The students also suggested that it was important for children to talk about books they've read with other children or with the teacher.

The students' responses to these items raise some questions. Can children have the opportunity to read materials of their choosing during the school day or is reading only to be done after all work is completed? Do we help students picture what is happening and do we give them opportunities to share these pictures? Are we so concered about the completion of workbook and practice pages, that no time is available for children to visualize, hear, and question what they are reading?

All children interviewed, even those in the low attitude high performance group, viewed reading as important in some part of their life or enjoyed reading materials related to their interests. This poses the question of how we can utilize children's interests in the classroom and make the children valuable resources of information. Is it possible to enhance the depth of learning within the classroom by having children read on different aspects of a topic?

On the basis of the information gathered through the interviews, it seems reasonable to suggest that the Reading Attitude Scale can be used to gain insights into students' attitude toward reading. The

Scale can be given to an entire class and the numerical scores used to determine how the students feel about reading prior to instruction. For those students who have low attitude scores but who seem to be good readers, teachers may have children tell them independently why they responded to the items as they did. Since the nine items analyzed in this report yield the most information the interviews could be limited to these items. This would shorten the amount of time necessary for each interview.

Through interviews teachers can gain valuable insights into children's feelings and attitudes toward reading. This in turn will help them plan effective reading programs for their students.